

PARKER ACADEMY

900 Woodside Avenue
Greenville, SC 29611

GRADES 6-8 Middle School

ENROLLMENT 416 Students

PRINCIPAL Tecora Prince 864-241-3285

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	26	14

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 29 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

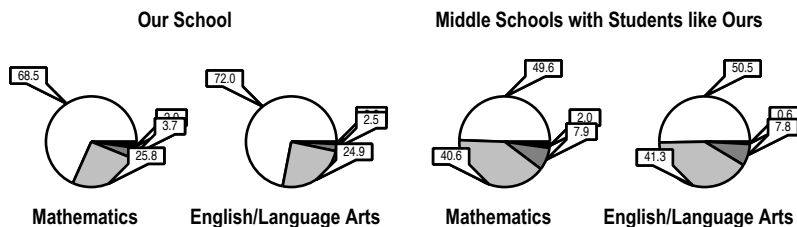
FOR MORE INFORMATION, VISIT WEBSITES AT:




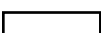
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Average	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	31	127	18
Percent satisfied with learning environment	80.0%	82.3%	64.7%
Percent satisfied with social and physical environment	83.9%	82.1%	76.5%
Percent satisfied with home-school relations	33.3%	72.1%	68.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	447	98.7	72.0	24.9	2.5	0.6	3.1	17.6
Gender								
Male	262	98.1	74.5	23.0	2.0	0.5	2.5	17.6
Female	185	99.5	68.5	27.5	3.4	0.7	4.0	17.6
Racial/Ethnic Group								
White	67	97.0	39.2	49.0	7.8	3.9	11.8	17.6
African-American	196	98.5	62.9	34.6	2.5	N/A	2.5	17.6
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	176	99.4	94.2	5.1	0.7	N/A	0.7	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	372	99.2	73.5	22.8	3.0	0.7	3.7	17.6
Disabled	75	96.0	63.6	36.4	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	447	98.7	71.9	25.0	2.6	0.6	3.1	17.6
English Proficiency								
Limited English proficient	163	100.0	96.9	3.1	N/A	N/A	N/A	17.6
Non-limited English proficient	284	97.9	57.6	37.5	4.0	0.9	4.9	17.6
Socio-Economic Status								
Subsidized meals	398	98.5	73.6	24.1	1.9	0.3	2.3	17.6
Full-pay meals	49	100.0	58.5	31.7	7.3	2.4	9.8	17.6

Mathematics								
All students	447	100.0	68.5	25.8	3.7	2.0	5.6	15.5
Gender								
Male	262	100.0	71.4	23.8	3.9	1.0	4.9	15.5
Female	185	100.0	64.7	28.7	3.3	3.3	6.7	15.5
Racial/Ethnic Group								
White	67	100.0	41.5	43.4	7.5	7.5	15.1	15.5
African-American	196	100.0	66.9	30.0	3.1	N/A	3.1	15.5
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	176	100.0	81.0	15.3	2.9	0.7	3.6	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	372	100.0	68.0	25.3	4.3	2.3	6.7	15.5
Disabled	75	100.0	71.4	28.6	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	447	100.0	68.5	25.9	3.7	2.0	5.6	15.5
English Proficiency								
Limited English proficient	163	100.0	82.0	13.3	2.3	2.3	4.7	15.5
Non-limited English proficient	284	100.0	60.8	33.0	4.4	1.8	6.2	15.5
Socio-Economic Status								
Subsidized meals	398	100.0	69.4	26.4	3.2	1.0	4.1	15.5
Full-pay meals	49	100.0	61.0	22.0	7.3	9.8	17.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	121	N/A	55.1	33.7	11.2	N/A	11.2
	Grade 7	129	N/A	54.4	42.2	3.3	N/A	3.3
	Grade 8	123	N/A	47.8	40.2	10.9	1.1	12.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	141	98.6	71.6	25.0	2.6	0.9	3.4
	Grade 7	153	98.0	70.0	25.5	3.6	0.9	4.5
	Grade 8	153	99.3	74.0	24.4	1.6	N/A	1.6

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	121	N/A	62.5	32.3	3.1	2.1	5.2
	Grade 7	129	N/A	76.4	20.2	2.2	1.1	3.4
	Grade 8	123	N/A	59.1	36.6	3.2	1.1	4.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	141	100.0	63.6	29.7	5.1	1.7	6.8
	Grade 7	153	100.0	70.3	22.5	3.6	3.6	7.2
	Grade 8	153	100.0	71.7	25.2	2.4	0.8	3.1

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 416)				
Students enrolled in high school credit courses (grades 7 & 8)	22.7%	Up from 21.6%	7.2%	14.4%
Retention rate	4.3%	Up from 3.8%	3.9%	2.3%
Attendance rate	95.3%	Up from 94.9%	94.6%	95.2%
Eligible for gifted and talented	1.9%	Up from 1.4%	5.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.9%	Down from 20.2%	16.6%	14.1%
Older than usual for grade	13.5%	Up from 10.2%	9.7%	4.9%
Suspended or expelled	1.4%	Down from 7.8%	1.4%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	47.1%	Down from 51.3%	42.6%	47.1%
Continuing contract teachers	76.5%	Up from 59.0%	76.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	73.6%	Down from 75.5%	78.2%	84.3%
Teacher attendance rate	98.2%	Down from 98.7%	94.6%	95.0%
Average teacher salary	\$37,842	Up 6.5%	\$38,389	\$39,924
Prof. development days/teacher	8.3 days	Up from 7.6 days	11.3 days	10.7 days

School				
Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio	24.3 to 1	Up from 20.5 to 1	18.6 to 1	21.0 to 1
Prime instructional time	92.6%	Up from 92.3%	86.7%	88.9%
Dollars spent per pupil*	\$7,459	Up 3.8%	\$6,596	\$5,854
Percent spent on teacher salaries*	55.8%	Up from 52.9%	58.8%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	89.4%	Up from 72.1%	85.8%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Each year we will concentrate on the programs that spur continuing advancement: evaluating what we have, determining what we can do to improve, and identifying what we need to make those improvements. We believe that education is a continuous process of learning that must be shared by the home, school, and community; therefore, we are constantly seeking ways to encourage parents to share in the education of their children. Parent involvement supports and enhances the teaching and learning process. Although parent involvement has increased, we are asking our community to assist us in our schoolwide efforts to raise the academic challenge and performance of each student. We have provided an environment supportive of learning by providing the materials and equipment needed to be successful.

Title One, Retraining Grants, General Funds, and other monies are utilized to support professional and curriculum development for teachers. It is our goal to effectively manage and further develop necessary financial resources. All teachers are encouraged to write grants and explore ways to support the educational program. The students are the center of the educational process. However, we are concerned about the low achievement on the standardized test. The chart below reflects students scoring at Basic or Above on PACT (see chart).

PACT	1999	2000	2001	2002
6th Lang. Arts	17.3	41.7	41.0	46.8
7th Lang. Arts	25.0	36.7	43.1	45.5
8th Lang. Arts	27.3	32.6	40.0	55.1
6th Math	13.2	28.3	32.9	38.7
7th Math	18.3	30.8	28.4	26.1
8th Math	11.7	24.2	30.9	44.6

All parents of students who scored below basic on either section of the PACT have been invited to join the staff in writing an Academic Plan for Students (APS). The extended day programs are After-School Tutoring on Tuesdays and Thursdays, Saturday School, and three weeks of summer school enrichment. We will continue to seek ways and opportunities to enhance student achievement.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.